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ABSTRACT

Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. Reading skills objectives for grade 7 include the ability to: (1) identify the main idea; (2) use context to understand the meaning of words; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause and effect relationships; (8) identify the appropriate reference source; (9) use graphic sources to obtain information; and (10) identify the parts of a book used to obtain information. Samples of test items are included for each objective. (SLD)

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Texas Educational Assessment of Minimum Skills

Reading Objectives and Measurement Specifications 1986-1990 Grade 7

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Texas Educational Assessment of Minimum Skills

Reading Objectives and Measurement Specifications 1986-1990 Grade 7

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Division of Student Assessment
Texas Education Agency
Austin, Texas

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 7 READING

List of Objectives

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Objective 1: Identify the main idea.

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Objective 3. Identify specific details.

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Skill Area: Inference

Objective 5. Draw logical conclusions.

Objective 6. Distinguish between fact and opinion.

Objective 7. Identify cause-and-effect relationships.

Skill Area: Reference Usage

Objective 8. Identify the appropriate reference source.

Objective 9. Use graphic sources to get information.

Objective 10. Identify the parts of a book used to obtain information.

GRADE 7 READING

General Specifications

I. Reading Selections

A. Except where noted otherwise, the readability of the reading selections will range from 6.5 to 7.5 when assessed by the Harris-Jacobson Wide Range Readability Formula.

B. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) culmulative vocabulary list through Grade 7. Proper nouns and words explained in a reading selection are excluded from this requirement.

C. Selections will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items will be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Selections will include narratives, fiction, and passages from the content areas.

F. For objectives 1, 3, 4, 6, and 7, each reading selection will be used as a stimulus for more than one item and as a measure of more than one objective. These reading selections will be of varying lengths ranging from 125 to 350 words.

G. For objective 5, each reading selection will serve as a stimulus for one item testing that objective. These selections will be of varying lengths ranging from 60 to 100 words.

H. The content of selections will be appropriate for the interests and experiences of seventh grade students.

II. Test Items

A. For each test item, there will be four answer choices with only one correct answer.

B. When test items relate to reading selections, the correct answer will be dependent upon the selection.

C. Except where noted otherwise, all words in the test items, including the answer choices, will be taken from the TEA cumulative vocabulary list through Grade 7. Proper nouns and words explained by a reading selection are excluded from this requirement.

D. Neither "none of the above" nor "all of the above" will be used as an answer choice.

III. Test Package Format

A. The test will be printed in black ink on white paper.

B. Type size will be appropriate for seventh grade students.

C. Reading selections, graphic displays, and their corresponding test items and answer choices will appear on the same or facing pages.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: MAIN IDEA

Objective 1

Identify the main idea.

Description of Test Items

1. A test item will consist of an untitled boxed reading selection followed by the question, "What is the main idea of the passage?"

2. The selection will develop one main idea. The main idea will be implied and supported by topic sentences and/or details in the selection.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection. Answer choices will be no more than 20 words in length.

2. The correct answer for an item will be the statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is stated in one sentence, the correct answer will paraphrase the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.

3. An incorrect answer choice may be one of the following types:

   a. contradicted, that is, a statement that is contradicted by information in the selection,

   b. inappropriate in scope, that is, a statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection, or

   c. irrelevant, that is, a statement that introduces information not included in the reading selection but contains at least one concept from the selection.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

Example of Test Item*

Read the following passage. Then answer the question.

> All dogs living today are believed to be related to Tomarctus, a wolf-like type of animal that lived about 15 million years ago. This animal had a long, low body, a thick coat, and a wedge-shaped head.
>
> Some of the early descendants of Tomarctus were wolves, foxes, and coyotes, which appeared about one million years ago. These wild dogs ran free until the Stone Age, when some were tamed by the people who lived then. These people discovered that wild dogs could be trained to track game.
>
> Later, people learned that they could breed two different kinds of dogs to produce offspring with the best characteristics of both parents. From this crossbreeding, new kinds of dogs developed. For example, about 8,000 years ago, the Egyptians raised dogs that were used to hunt antelope. The Assyrians raised huge dogs called mastiffs that were trained to hunt lions. In the 1500's, the English raised bulldogs that were used in bullfights.
>
> Today, there are more than 120 kinds of dogs that people keep as pets. These dogs are thought to be useful and affectionate friends by the many people who own them. Yet they are all believed to be related to the wild, wolf-like Tomarctus.

What is the main idea of the passage?

A	Today's dogs are all descendants of Tomarctus.	(correct answer)
B	Tomarctus lived about 15 million years ago.	(inappropriate in scope)
C	The Egyptians and Assyrians were the first people to breed wild dogs.	(irrelevant)
D	The lion is an early descendant of Tomarctus.	(contradicted)

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere to illustrate how one selection is be used to measure several objectives.

SKILL AREA: WORD MEANING

Objective 2

Use context to understand the meaning of words.

Description of Test Items

1. The test item will not be referenced to a reading selection.

2. A boxed sentence that contains an underlined word will be presented. The sentence will not exceed 16 words in length.

3. The underlined word will be taken from the TEA cumulative vocabulary list for Grade 10.

4. The underlined word may have multiple meanings.

5. One or more context clues will be provided to allow students to select the appropriate meaning. Context clues may be of the following types:

   a. An example of a situation created by, resulting from, or equivalent to the referent of the underlined word; for example, "The soil was very dry because of the drought."

   b. A synonym for the underlined word; for example, "The author used a comparison, or simile, to describe the stormy weather."

   c. An antonym for the underlined word; for example, "Martha is usually happy, but today she seems despondent."

   d. A setting that limits the meaning of the underlined word; for example, "Cargo ships transport many of the products of Texas to other countries."

Description of Answer Choices

1. The correct answer will be a synonym for or a definition of the underlined word that is supported by the given context. A synonym used in the sentence as a context clue will not be used as the correct answer choice.

2. Each answer choice will fit grammatically into the sentence and will not exceed 12 words in length.

3. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a definition that is opposite in meaning from the underlined word,

   b. similar, that is, a definition of a word that is similar in spelling to the underlined word,

   c. incomplete, that is, a definition that does not take into account all the appropriate information presented in the selection, or

   d. irrelevant, that is, a plausible but incorrect definition of the underlined word.

Example of Test Item

Read the sentence. Then choose the word or group of words that tells the meaning of the underlined word as it is used in the sentence.

> The teacher was so fastidious that no student's work could ever completely satisfy his high standards.

A	difficult to please	(correct answer)
B	quick	(irrelevant)
C	complimentary	(contradicted)
D	physically fit	(irrelevant)

SKILL AREA: DETAIL

Objective 3

Identify specific details.

Description of Test Items

1. A boxed untitled reading selection that contains specific details will be presented.

2. Inferences, outcomes, and conclusions will not be measured.

3. The reading selection will be followed by a question about a significant detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "which," "why," "how," "how many," or "how much."

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the selection.

2. The correct answer choice will be the detail from the selection that is asked for by the question.

3. An incorrect answer choice will be one of the following types:

   a. incorrect detail, that is, an accurate description of any detail contained in the selection which does not correctly answer the test question or

   b. irrelevant, that is, a description of any detail not contained in the selection.

Example of Test Item

Read the following passage. Then answer the question.

All dogs living today are believed to be related to Tomarctus, a wolf-like type of animal that lived about 15 million years ago. This animal had a long, low body, a thick coat, and a wedge-shaped head.

Some of the early descendants of Tomarctus were wolves, foxes, and coyotes, which appeared about one million years ago. These wild dogs ran free until the Stone Age, when some were tamed by the people who lived then. These people discovered that wild dogs could be trained to track game.

Later, people learned that they could breed two different kinds of dogs to produce offspring with the best characteristics of both parents. From this crossbreeding, new kinds of dogs developed. For example, about 8,000 years ago, the Egyptians raised dogs that were used to hunt antelope. The Assyrians raised huge dogs called mastiffs that were trained to hunt lions. In the 1500's, the English raised bulldogs that were used in bullfights.

Today, there are more than 120 kinds of dogs that people keep as pets. These dogs are thought to be useful and affectionate friends by the many people who own them. Yet they are all believed to be related to the wild, wolf-like Tomarctus.

Which one of the following animals is related to Tomarctus?

A	coyote	(correct answer)
B	antelope	(incorrect detail)
C	bull	(irrelevant detail)
D	lion	(irrelevant detail)

SKILL AREA: DETAIL

Objective 4

Identify the sequence of events.

Description of Test Items

1. A boxed untitled reading selection will be presented.

2. Each selection will include four to seven sequential events that are described in the order they occur.

3. The test item will ask students to identify the event described in the reading selection which is either:

   a. first,

   b. last,

   c. just before a specified event described in the reading selection, or

   d. just after a specified event described in the reading selection.

4. The item may contain words which indicate sequence (e.g., first, next, finally).

Description of Answer Choices

1. Each answer choice will consist of one step in the form of a word, phrase, clause, or sentence. Answer choices will be no more than 12 words in length.

2. The correct answer choice will be an accurate description (restated or paraphrased) of the step contained in the reading selection which correctly answers the selection-dependent test question.

3. An incorrect answer choice will be one of the following types:

   a. incorrect step, that is, an accurate description of a step contained in the selection but not the step specified by the test question or

   b. irrelevant, that is, a description of a step not contained in the selection.

4. Answer choices which describe an incorrect step will be presented in the same format as the correct answer choice. Pronouns, however, may be substituted for proper nouns.

Example of Test Item

Read the following passage. Then answer the question.

> On the last day of school, the students in Mr. Calderon's class had a farewell party. The celebration took place during the last hour of the school day. Pastries, cookies, and punch that everyone had brought were put on the tables and the students helped themselves. Mr. Calderon surprised the entire class by serving a gigantic chocolate cake that he had created himself using his grandmother's recipe.
>
> After the students and Mr. Calderon finished eating, they played some exciting games. The first game was called "Who's Missing?" To play this game, one student stands in the corner with eyes closed. The teacher then points to another student, who exits the room. The student who was in the corner attempts to guess who left the room. After playing "Who's Missing?," the students took turns making up riddles.
>
> Finally it was time to clean up. All the refreshments were gone so there wasn't much to do. The paper plates, cups, and napkins were picked up and then the tables were wiped. After that the trash was dumped into the big container near the cafeteria and the floor was swept. Then it was time to go home, so all the students said good-by to each other and to Mr. Calderon. They all agreed that it had been an enjoyable party at the end of a productive school year.

What did the students do just after they made up riddles?

A	They picked up the plates, cups, and napkins.	(correct answer)
B	They ate pastries, cookies, and cake.	(incorrect step)
C	They said good-by to each other.	(incorrect step)
D	They put away the tables.	(irrelevant)

SKILL AREA: INFERENCE

Objective 5

Draw logical conclusions.

Description of Test Items

1. A boxed untitled reading selection will be presented.

2. The test item will ask the question, "Which of the following can be concluded from the passage?"

3. The conclusion requested in the question will be supported by topic sentences and details given in the reading selection.

4. The conclusion will be implied in the selection and may be a prediction of what will happen next.

5. Two items will ask students to draw a conclusion based on an entire selection.

Description of Answer Choices

1. The correct answer choice will be a reasonable conclusion that can be drawn from information provided in the selection. This conclusion will be accurate, relevant, and supported by information in the selection.

2. An incorrect answer choice will be plausible but incorrect conclusions of the following types:

   a. contradicted, that is, a statement which is contradicted by information in the selection,

   b. unsupported, that is, a statement for which insufficient supporting evidence is provided in the selection, or

   c. irrelevant, that is, a statement for which no supporting evidence is provided in the selection.

Example of Test Item

Read the following passage. Then answer the question.

> Learning to write in Chinese is very different from learning to write in English. There are no letters in Chinese writing; there are only symbols. Each symbol stands for one word in the language. In order to write "the man walked home," the Chinese must learn the symbols for "man," "walked," and "home." In all, there are more than 100,000 symbols in Chinese writing. To write in English, only 26 letters must be learned.

Which of the following can be concluded from the passage?

A	Chinese writing takes more time to learn than English writing.	(correct answer)
B	Most Chinese children do not learn how to write.	(irrelevant)
C	It is easy to learn to write in Chinese.	(contradicted)
D	English is the simplest language to learn how to write.	(irrelevant)

SKILL AREA: INFERENCE

Objective 6

Distingush between fact and opinion.

Description of Test Items

1. A boxed untitled reading selection will be presented.

2. The selection will include at least one statement of fact and one statement of opinion.

3. Opinion statements must be made obvious by using clue words such as "think," "feel," and "believe," or words expressing an opinion, such as "pretty," "ugly," and "nice."

4. The test question will ask students to identify either a statement of fact or a statement of opinion that was presented in the selection.

5. The word "fact" or "opinion" will be printed in capital letters, and "in the selection" will be underlined.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection.

2. Correct answers will be restated or paraphrased facts or opinions which have been presented in the reading selection and which are both accurate and relevant.

3. For test items requiring identification of a fact, incorrect answer choices will be of the following types:

   a. contradicted fact, that is, a statement presented as a fact, which is contradicted by information in the reading selection,

   b. irrelevant fact, that is, a statement presented as a fact, which introduces information not included in the reading selection but contains at least one concept from the selection, or

   c. opinion which contains at least one concept from the reading selection.

4. For test items requiring identification of an opinion, incorrect answer choices will be of the following types:

   a. inaccurate opinion, that is, a statement presented as an opinion, which is contradicted by information in the reading selection,

b. irrelevant opinion, that is, a statement presented as an opinion, which introduces information not included in the reading selection but contains at least one concept from the selection, or

c. fact which contains at least one concept from the selection.

Example of Test Item

Read the following passage. Then answer the question.

> All dogs living today are believed to be related to Tomarctus, a wolf-like type of animal that lived about 15 million years ago. This animal had a long, low body, a thick coat, and a wedge-shaped head.
>
> Some of the early descendants of Tomarctus were wolves, foxes, and coyotes, which appeared about one million years ago. These wild dogs ran free until the Stone Age, when some were tamed by the people who lived then. These people discovered that wild dogs could be trained to track game.
>
> Later, people learned that they could breed two different kinds of dogs to produce offspring with the best characteristics of both parents. From this crossbreeding, new kinds of dogs developed. For example, about 8,000 years ago, the Egyptians raised dogs that were used to hunt antelope. The Assyrians raised huge dogs called mastiffs that were trained to hunt lions. In the 1500's, the English raised bulldogs that were used in bullfights.
>
> Today, there are more than 120 kinds of dogs that people keep as pets. These dogs are thought to be useful and affectionate friends by the many people who own them. Yet they are all believed to be related to the wild, wolf-like Tomarctus.

Which one of the following statements is a FACT presented in the selection?

A	Tomarctus had a long, low body, a thick coat, and a wedge-shaped head.	(correct answer)
B	Today's dogs are useful and affectionate companions to many people.	(opinion)
C	The Egyptians raised bulldogs to participate in bullfights.	(contradicted fact)
D	Today, more than 120 breeds are recognized by the American Kennel Club.	(irrelevant fact)

SKILL AREA: INFERENCE

Objective 7

Identify cause-and-effect relationships.

Description of Test Items

1. A boxed untitled reading selection will be presented.

2. The cause-and-effect relationship to be tested will be implied in the reading selection.

3. The cause-and-effect relationship to be tested will be supported by details in the selection.

4. The item stem will present a clear statement of either a cause or an effect stated in the selection.

Description of Answer Choices

1. The answer choices will consist of four statements of possible cause or effect.

2. The correct answer choice will be either the cause or effect called for by the test question.

3. The incorrect answer choices will be statements of plausible cause or effect that are not supported by the information given in the selection.

Example of Test Item

Read the following passage. Then answer the question.

All dogs living today are believed to be related to Tomarctus, a wolf-like type of animal that lived about 15 million years ago. This animal had a long, low body, a thick coat, and a wedge-shaped head.

Some of the early descendants of Tomarctus were wolves, foxes, and coyotes, which appeared about one million years ago. These wild dogs ran free until the Stone Age, when some were tamed by the people who lived then. These people discovered that wild dogs could be trained to track game.

Later, people learned that they could breed two different kinds of dogs to produce offspring with the best characteristics of both parents. From this crossbreeding, new kinds of dogs developed. For example, about 8,000 years ago, the Egyptians raised dogs that were used to hunt antelope. The Assyrians raised huge dogs called mastiffs that were trained to hunt lions. In the 1500's, the English raised bulldogs that were used in bullfights.

Today, there are more than 120 kinds of dogs that people keep as pets. These dogs are thought to be useful and affectionate friends by the many people who own them. Yet they are all believed to be related to the wild, wolf-like Tomarctus.

There are many different kinds of dogs because

A	people have crossbred different kinds of dogs	(correct answer)
B	people trained wild dogs to hunt other animals	(plausible but unsupported)
C	there have always been many different kinds of dogs	(plausible but unsupported)
D	wild dogs used to run free	(plausible but unsupported)

SKILL AREA: REFERENCE USAGE

Objective 8

Identify the appropriate reference source.

Description of Test Items

1. A test item will require students to select the appropriate reference source for locating requested information.

2. A one sentence question will be presented asking where a particular type of information can be found.

3. The requested information will be available from at least one of the following reference sources:

   a. dictionary,

   b. encyclopedia,

   c. atlas,

   d. newspaper, and

   e. telephone directory.

Description of Answer Choices

1. Each answer choice will be one of the reference sources listed in Description of Test Items number 3.

2. The correct answer will be the name of the reference source that provides the type of information requested by the question.

3. An incorrect answer choice will be one of the reference sources listed in "Description of Test Items" number 3 that does not provide the type of information requested by the selection (incorrect reference source).

4. Atlas and encyclopedia will not be used as answer choices in the same item when one of them is the correct answer.

Example of Test Item

Choose the reference source that would be most helpful.

Which reference source would give you the scores of last night's basketball games?

A	newspaper	(correct answer)
B	dictionary	(incorrect source)
C	telephone directory	(incorrect source)
D	encyclopedia	(incorrect source)

SKILL AREA: REFERENCE USAGE

Objective 9

Use graphic sources to get information.

Description of Test Items

1. A test item will present one of the following graphic sources of information: diagram, list, map, picture, scaled drawing, schedule, table, or time line. (Maps will include a directional indicator and may include a legend.)

2. Each graphic source will be followed by at least one question that requires students to obtain information from the graphic source. The question(s) will specify the information to be obtained and will provide any data necessary for finding that information.

3. Mathematical operations will not be required.

Description of Answer Choices

1. The correct answer choice will be the piece of information derived from the graphic source that accurately answers the test item.

2. Incorrect answer choices will be any of the following types:

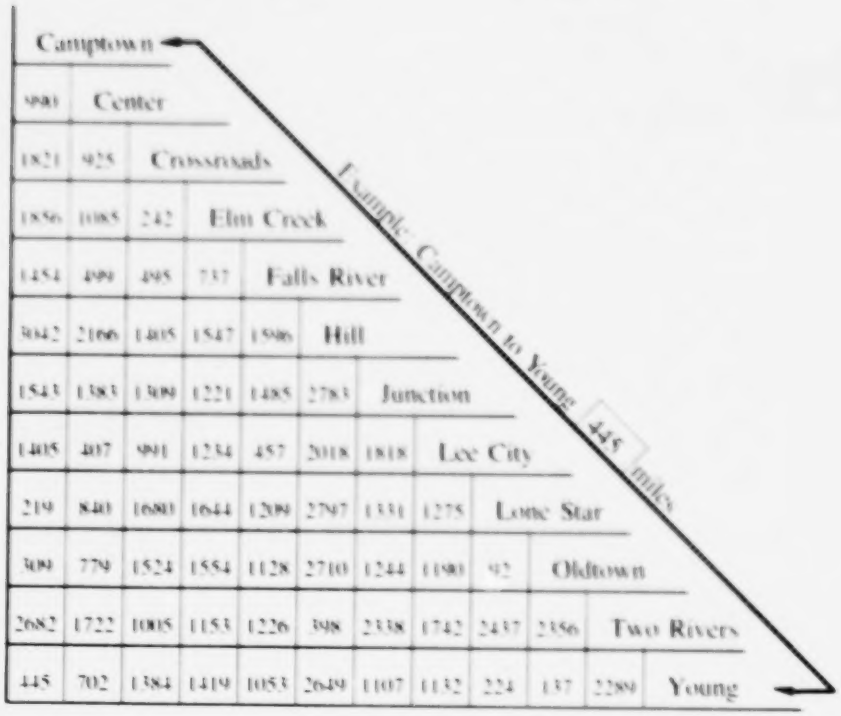
   a. adjacent, that is, information from the graphic source that is next to the requested information,

   b. similar, that is, information from the graphic source that is similar in meaning or appearance to the requested information, or

   c. incorrect, that is, information from the graphic source that does not answer the question.

Examples of Test Item

Use this mileage chart to answer the questions below.



Camptown											
981	Center										
1821	925	Crossroads									
1856	1085	242	Elm Creek								
1454	499	495	737	Falls River							
3042	2166	1805	1547	1586	Hill						
1543	1383	1309	1221	1485	2783	Junction					
1405	407	991	1234	457	2018	1818	Lee City				
219	840	1680	1644	1209	2707	1331	1275	Lone Star			
309	779	1524	1554	1128	2710	1244	1180	92	Oldtown		
2682	1722	1005	1153	1226	398	2338	1742	2437	2356	Two Rivers	
445	702	1384	1419	1053	2649	1107	1132	224	137	2289	Young

(a) How far is it from Crossroads to Two Rivers?

A 1005 miles (correct answer)

B 1384 miles (adjacent information)

C 137 miles (incorrect information)

D 1153 miles (adjacent information)

(b) Which of the following towns is closest to Camptown?

E	Lone Star	(correct answer)
F	Two Rivers	(incorrect information)
G	Oldtown	(adjacent information)
H	Lee City	(adjacent information)

SKILL AREA: REFERENCE USAGE

Objective 10

Identify the parts of a book used to obtain information.

Description of Test Items

1. The test item will not be referenced to a reading selection.
2. The test item will ask students to identify which part of a book should be used to obtain specified information.
3. Five parts of a book will be tested: table of contents, index, glossary, preface, and copyright page.

Description of Answer Choices

1. Each answer choice will be one of the five book parts listed above.
2. The correct answer will be the part of a book appropriate for finding the specified information.
3. Incorrect answer choices will be the parts of a book inappropriate for finding the specified information.

Example of Test Item

Choose the part of a book that would be most helpful.

Which part of your science book would you use to find out on what pages information about clouds is presented?

A	index	(correct answer)
B	glossary	(incorrect answer)
C	preface	(incorrect answer)
D	copyright page	(incorrect answer)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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